

# Pengembangan Media Pembelajaran Fisika *True or False Physics Fun Game Card*

Sepriana Leo<sup>1</sup>, Diane Noviandini<sup>1</sup>, Alvama Pattiserlihun<sup>1</sup>

<sup>1</sup>Program Studi Pendidikan Fisika

Pusat Studi Pendidikan Sains, Teknologi, dan Matematika (e-SisTeM)

Fakultas Sains dan Matematika, Universitas Kristen Satya Wacana

Jl. Diponegoro No.52-60, Salatiga, 50711, Jawa Tengah, Indonesia

E-mail: [diane.noviandini@staff.uksw.edu](mailto:diane.noviandini@staff.uksw.edu)

## Intisari

Pembelajaran fisika masih dianggap pembelajaran yang kurang menarik oleh sebagian siswa. Kurangnya minat belajar siswa pada pembelajaran fisika membuat prestasi dan minat belajar siswa rendah. Tujuan penelitian ini adalah mengembangkan suatu media pembelajaran *True or False Physics Fun Game Card* sehingga membuat siswa menjadi tertarik terhadap pembelajaran fisika dan meningkatkan minat dan prestasi belajar siswa. Jenis permainan kartu, *True or False Physics Fun Game Card*, dikembangkan dari permainan kartu 41 yang dimodifikasi sesuai dengan kebutuhan. Pada *True or False Physics Fun Game Card* terdapat 50 pernyataan benar dan salah. Pada setiap kartu permainan terdapat poin 10-25 berdasarkan pada tingkat kesukasan pernyataan. Pernyataan yang dibuat berdasarkan materi Hukum Hidrostatika, Bejana Berhubungan dan Hukum Archimedes. *True or False Physics Fun Game Card* dikembangkan menggunakan model pengembangan ADDIE yang terdiri dari 5 langkah pengembangan yaitu tahap analisis (*analyzing*), tahap perencanaan (*designing*), tahap pengembangan (*development*), tahap pelaksanaan (*implementation*) dan tahap evaluasi (*evaluation*). Penelitian ini diujikan kepada 12 sampel mahasiswa Fisika dan Pendidikan Fisika Universitas Kristen Satya Wacana. Data yang diperoleh diolah secara deskriptif kualitatif dan kuantitatif. Berdasarkan hasil penelitian ditemukan bahwa 93,75% siswa merespon positif media pembelajaran *True or False Physics Fun Game Card* dan rata-rata nilai hasil post-test siswa adalah 72,67. Sepuluh orang sampel dari total 12 sampel uji mendapatkan nilai hasil post-test  $\geq 65$ , sehingga persentase keberhasilan pemahaman siswa sebesar 83,33%. Hasil penelitian menunjukkan penggunaan media pembelajaran *True or False Physics Fun Game Card* meningkatkan minat dan pemahaman siswa. Penelitian ini berkontribusi dalam menambah jenis media pembelajaran dan peningkatan prestasi belajar siswa terkhususnya pada pembelajaran fisika.

**Kata kunci :** minat, prestasi, media, pembelajaran, *True or False Physics Fun Game Card*

## **Abstract**

*Physics learning is still considered as a learning that is less attractive by some students. Students' lack of learning interest in physics learning make their achievement low. The purpose of this study was to develop a learning media of True or False Physics Fun Game Card, so as to make the students interested in learning physics which could increase students' interest and learning achievement. The kind of the card game "True or False Physics Fun Game Card" was developed from a 41 card game which was modified as needed. In True or False Physics Fun Game Card there were 50 true and false statements. Moreover, there were also points of 10-25 based on the level of difficulty of the statements. The statements made based on the Hydrostatic Law, the Relating Vessel and the Archimedes Law. The True or False Physics Fun Game Card was developed by using ADDIE development model which consists of 5 development steps, such as analyzing, designing, development, implementation and evaluation. This study was tested on 12 samples of the Physics students of Universitas Kristen Satya Wacana. The data obtained were processed qualitatively and quantitatively. Based on the results of this study, it was found that 93.75% of students responded positively toward the learning media "True or False Physics Fun Game Card" and the average value of the students' post-test results was 72.67. The 10 samples from a total of 12 test samples obtained the post-test result; 65, so as the percentage of the successful comprehension sample was 83.33%. This study contributed in increasing kinds of a learning media and improving students' learning achievement, especially in physics learning.*

**Key words:** *students' interest and learning achievement, learning media of Physics Fun Game Card, ADDIE, learning*

